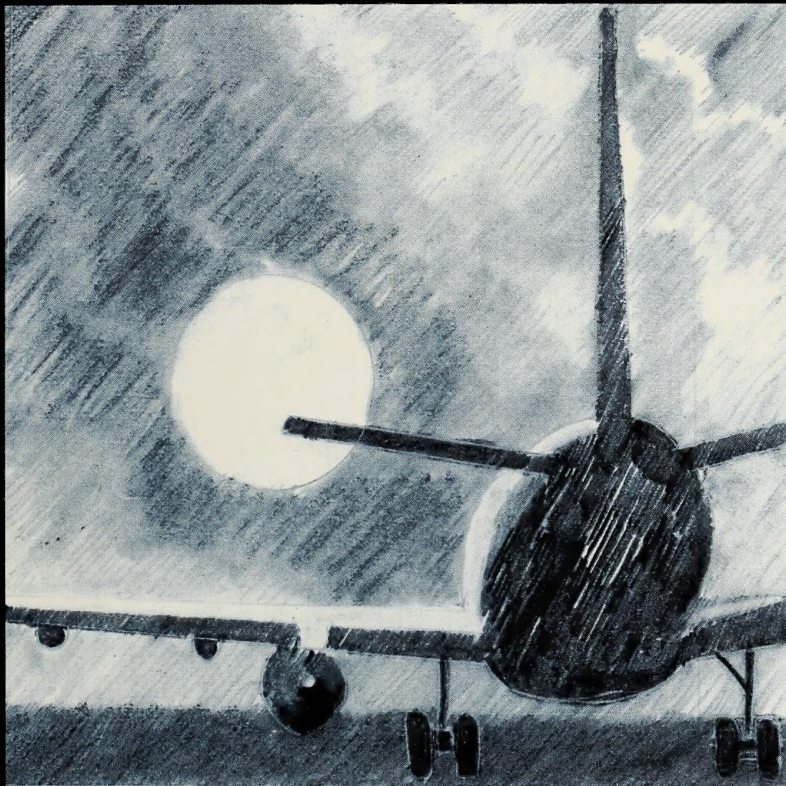




ENGLISH 13


YOU HAVE ARRIVED



Distance
Learning

MODULE 7

Alberta
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English 13

Module 7

YOU HAVE ARRIVED



English 13
Student Module
Module 7
You Have Arrived
Alberta Distance Learning Centre
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Welcome to Module 7!

We've included a prerecorded audiocassette with this module. The cassette will help you work through the material and it will enhance your listening skills.

So whenever you see this icon,



turn on your tape and listen.

Contents

OVERVIEW	1
Evaluation	2
Course Overview	3

SECTION 1: TODAY IS THE FIRST DAY OF THE REST OF YOUR LIFE	5
Activity 1: Starting	6
Activity 2: Making Goals for Yourself	10
Activity 3: Judging Your Goals	15
Activity 4: Reviewing Goals	20
Follow-up Activities	24
Extra Help	24
Enrichment	26
Conclusion	27
Assignment	27



SECTION 2: TESTING AND REVIEWING	29
Activity 1: Test Questions	30
Activity 2: Multiple-Choice Questions	32
Activity 3: Matching Questions	36
Activity 4: Short-Answer Questions	38
Activity 5: Long-Answer Questions	43
Activity 6: Visual Communication	52
Activity 7: Writing a Test	62
Activity 8: Preparing for Test Day	66
Follow-up Activities	72
Extra Help	72
Enrichment	77
Conclusion	80
Assignment	80

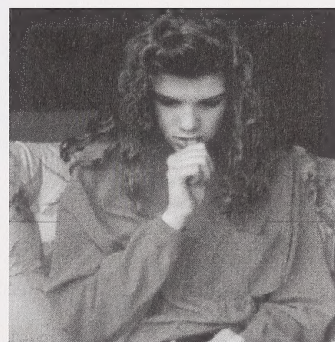


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MODULE SUMMARY	80
Final Module Assignment	80

APPENDIX	81
Master Glossary	83
Suggested Answers	88

OVERVIEW



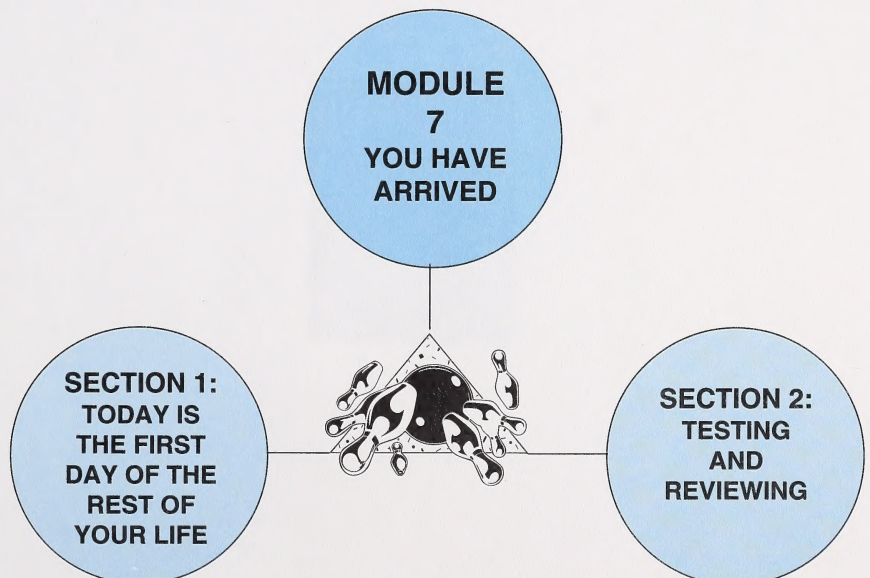
Congratulations! You have arrived at the last module. Six modules ago you set a goal for yourself – to successfully complete English 13 – and now you are almost there.

In this module, you will build on your experiences in working through English 13 to look at methods for successfully achieving your goals. For example, what strategy do you use for achieving your goals? Do you have one? What about people you know? How did they reach their goals? What did they learn in the process? And what about your future goals: How will you know which road to take? By what means? Toward what ends?

The first section examines goals – yours and other's – and looks at ways to help you improve your ability to reach your goals. You will study the goals of characters in several readings, and you will review the goals of the characters in some of the works you have read.

In the second section, you will examine a more immediate goal. At the end of this course, you will write a test. Your success in this course depends on how well you do on the test. Therefore, the second section will review many of the concepts in the course. It will offer examples of the sorts of questions you will answer on the test, and will give you strategies for dealing with different types of questions.

You have arrived at the end of the course; the finish line is in sight, but you must keep up your efforts just a little longer to ensure success.



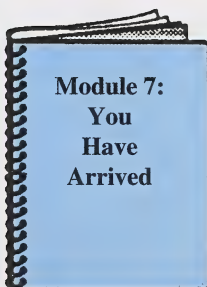
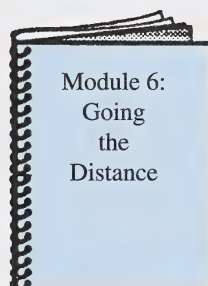
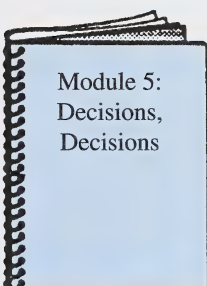
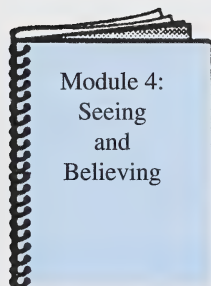
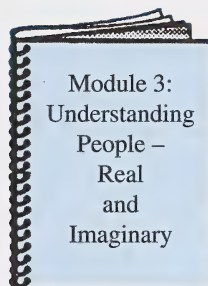
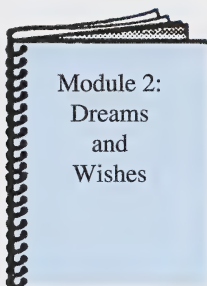
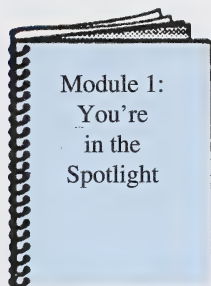
Evaluation

Your mark in this module will be determined by your work in the Assignment Booklet which contains two section assignments and one final module assignment. The mark distribution is as follows:

Section 1 Assignment	50%
Section 2 Assignment	20%
Final Module Assignment	30%
Total	100%

Course Overview

English 13 contains seven modules.





It is my goal one day to be prime minister of Canada. I know that will take time and hard work. In the meantime, I'll focus all of my energy on completing my high school education.

SECTION

1

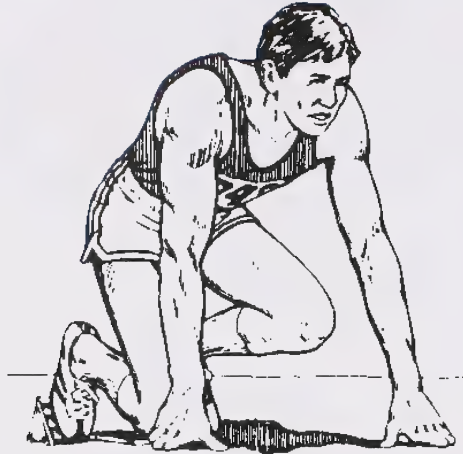
TODAY IS THE FIRST DAY OF THE REST OF YOUR LIFE



There are three parts to a goal: the deciding, the journeying, and the achieving. All three are perhaps equally important. You have to know what you want, you have to be willing to work to get it, and you have to be prepared to enjoy the result when you arrive. Finally, you have to be mature enough to realize that a goal is not an ending but a beginning that leads to new goals. That is the meaning of the title.

In this section, you will examine the goals in your life – both past and present goals – and you will look at ways to help you reach more often the goals you set out to achieve.

Activity 1: Starting



In order to arrive somewhere, you must begin somewhere. Each goal, great or small, must begin with an idea, an image in the individual's mind.

Starting: To reach a goal, you must act on your idea. You can't simply say, "Hmm, that's interesting...." You've got to do something about it.

JOURNAL

In your Journal respond to the following ideas.

Have you ever made a New Year's resolution (for example, to quit smoking, or to do better in school)? Think of one resolution that you were able to keep. How did you keep it? Then think of one you were not able to keep. Why couldn't you?

Often, when it comes to making resolutions and reaching goals, people fall prey to the *great leap syndrome* – trying to do too much too quickly. They think they have to reach their goals right away – in a great leap:



I'm fed up. I'm going to change my whole life. Starting today, I'm going to quit smoking, start aerobics, get a girlfriend, and learn French.

Great leaps are exhausting. When great leapers do not get the results they want right away, they become frustrated and tend to give up, saying their goal is unreachable.

But goals aren't unreachable if you are prepared to be realistic, and approach your goal in stages, one step at a time. For example, suppose you decided that you wanted to become a movie star one day. You could take the great leap approach – move to Hollywood and try to get into auditions. Or you could approach your goal in small, manageable steps.



1. List five small, manageable, realistic steps a person might take in the direction of becoming a movie star.

Suppose you wanted to quit smoking. Many people take the giant leap approach and try to quit *cold turkey* (completely, all at once); but most of these people are back puffing in a day or two.

2. How might the “small, manageable steps” approach be used to help people quit smoking?

Compare your responses with those in the Appendix, Section 1: Activity 1.

Another way of reaching your goal is to look at it as a problem that needs to be solved. Problems are often difficult to solve because they are tied up with other problems in your life. A good way to solve a problem, then, is to begin by listing all the factors associated with the problem. For example, suppose you were thinking of applying for an after-school job. You might sit down and make a list of the factors associated with an after-school job.

Examine the following list made by a student who was considering looking for a part-time job:

- I need an extra \$50 a week for spending on my dates.
- I'm not sure if I can find the time to take a job.
- My girlfriend will probably be upset if I can't go out with her on weekends.
- My mother expects me to come home and look after my younger brother after school, but she doesn't pay me.
- My father won't give me enough pocket money, but he doesn't want me to work. He says it'll affect my marks.
- My friends all have jobs; I'm beginning to feel left out when we get together.
- I want to try out for the basketball team. What about practices?
- It's embarrassing when my friends have to leave me behind because I don't have enough money.

3. Based on this list, what other problems seemed tied in with this student's desire to get a job?

Compare your response with that in the Appendix, Section 1: Activity 1.

Activity 2: Making Goals for Yourself



JOURNAL

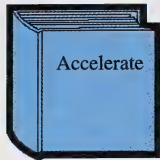
In your Journal respond to the following idea.

What are some of the plans or goals you have set for yourself? For example, what do you plan to be? Where do you plan on going? Where do you plan on living?



Have you considered some of the challenges that may fall in your path? What are they? How will you deal with these challenges when you encounter them?

Without a goal to strive for, a person's life might feel pretty empty. In the story you are about to read, the main character, a native teenager, has been sent to attend high school in the city of Moose Jaw, Saskatchewan. While attending Grade 9, he boards with a non-native family. As you read the story, think about the main character's likes and dislikes. What do you think his goals are? What plans does he make?



Turn to page 117 in *Accelerate* and read the story “The Hockey Game.” After you have finished reading, answer the following questions.



1. The family is being paid to give room and board to the native boy. Give three examples of the family’s uncaring treatment of the boy.

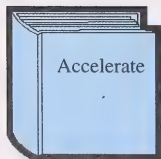
2. When he is hungry and goes to Robert’s house, the boy discovers that natives and non-native people treat unexpected visitors differently. Explain.

3. The boy compares the way natives view hockey with the way non-natives view hockey. What is the difference, as the boy sees it?

4. In the story, what do you learn about the boy's hopes and dreams and goals? What sort of future do you see for him?

Compare your responses with those in the Appendix, Section 1: Activity 2.

The late Chief Dan George, an inspiring spokesman for the preservation and enhancement of native culture, probably had people like the boy in “The Hockey Game” in mind when he wrote “There is a Longing....” In this speech, which seems part hope and part prophesy, the old chief outlines the goals he has in mind for the young people of his tribe.



Turn to page 115 in *Accelerate* and read the speech “There is a Longing....” After you have finished reading, answer the following question.

5. Think about or in a small group discuss the goals the speaker has in mind for his people. List them below:

Compare your response with that in the Appendix, Section 1: Activity 2.

JOURNAL

In your Journal respond to the following idea.

Look again at the last five lines of the speech, beginning with “I shall see...” To what extent do you see this goal being achieved for native people in Canada?

Keeping in mind both Chief Dan George’s speech and the events of the story “The Hockey Game,” consider the following: Suppose you have just received a letter from the native student in “The Hockey Game.” In this letter, he expresses his unhappiness about his situation. He says he is confused and asks you for advice.



Write a personal letter to the boy (make up a name for him) in which you offer him your advice. Tell him what he should think and do to improve his situation and his outlook on life.

Use the format for a personal letter that you learned in Module 3. Write a rough draft and then edit and proofread it. At the end of this section you will write the good copy of this letter into your Assignment Booklet.

[illegible]

Activity 3: Judging Your Goals

To be honest, I don't like talking about my goals. I don't want people to think I'm conceited or something.

Why? Because you think about the future?



And, even worse, what if my goals seem silly or stupid?

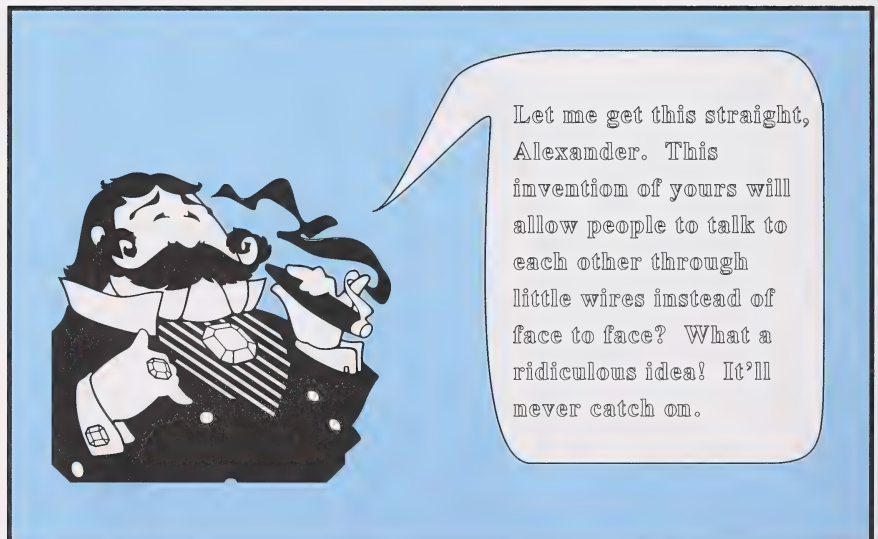
Well, they probably are. They're probably as silly and as stupid and as potentially great as anyone else's. It is the result that matters.



Yeah, but nobody likes to be laughed at...



If they laugh at you, you're in good company. People have always made fun of things they don't understand.



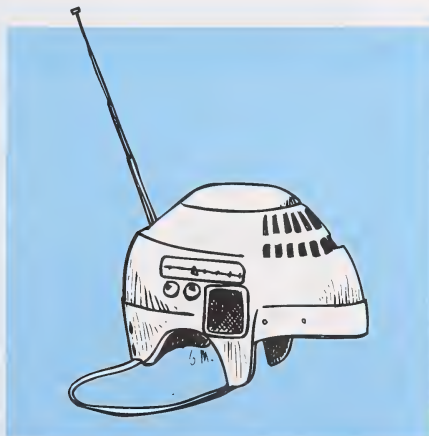
But, of course, the telephone did catch on. History is full of ideas and inventions that seemed crazy to everyone but the people who first thought of them. (Of course, some ideas deserve to be called crazy).

1. Think about or in a group discuss other ideas or discoveries or inventions that were dismissed at first, but which later became widely accepted. List three ideas, discoveries, or inventions. Beside each one, give a reason why it was initially dismissed by people.

Compare your response with that in the Appendix, Section 1: Activity 3.

Many people are afraid of new ideas, and the changes these ideas bring. On the other hand, not all new ideas are the products of genius. Many ideas never catch on – for good reason.

Turn to page 50 in *Fast Forward* to the play “Bobby Clobber: Radio Helmet.”



Bobby Clobber is supposed to be an NHL hockey player. He is the stereotype of the big, slow enforcer who spends more time in the penalty box than on the ice.



This is an example of a radio play. Note the radio format: characters' names and sound cues are on the left of the page. All sound cues and stage directions appear in capital letters. If possible, read this play aloud or tape record it with a partner to capture the full flavour of the characters.



2. What is Bobby's invention? Why is it so ridiculous?

3. Think about or in the same group as before discuss ideas, discoveries, or inventions that never caught on or never should have. Again, beside each idea, discovery, or invention give a reason why it deserves to be dismissed.

Compare your responses with those in the Appendix, Section 1: Activity 3.



*Well, I'm glad I read that play.
I feel better now.*

How do you mean?



I think I can safely say that I will never have a goal as dumb as Bobby Clobber's.

I hope not. But, still, give Bobby credit. His goal may be ridiculous, but at least he has a goal. You will often find that the people who are quick to make fun of your goals have no goals of their own to share.



Activity 4: Reviewing Goals

In Module 3, you learned that in literature, a main character has to want something. This something is a goal. In preparation for your test, you should review the goals of some of the characters and people you have studied.

What goal does each of the following have? (The selections are from your textbook, *Accelerate*.)

- Elizabeth in “Running with Marty” (page 3):

- Miss Strangeworth in “The Possibility of Evil” (page 161):

- the goal of the experiment in “X: A Fabulous Child’s Story” (page 182):

- Thubten Samdup in “Notes from Tibet” (page 106):

- the goal of the brochure “Buying a Used Car” (page 65):

Compare your responses with those in the Appendix, Section 1: Activity 4.

Writing Assignment About an Individual of Your Choice



Onk, the tribe historian, is currently writing about the many accomplishments of Rawgk the inventor. Onk is particularly intrigued by Rawgk's goal to invent the electric typewriter.



The world is full of admirable people. These people are admired not only for their personalities, but for the goals they achieve or attempt to achieve.

Think of a person you admire. Think of a goal this person has achieved or is trying to achieve. It does not have to be a goal of world importance; it could be a goal that is known only to a handful, though it is no less important for that. As long as you think the goal is an important one, then you may write about it.

In a paragraph, or paragraphs, totalling approximately one page in length, write about this person whom you admire. The person can be living or dead. Focus on one goal that this person has achieved or is trying to achieve. Tell the reader about the goal. Detail the small, manageable steps this person took, or is taking, in trying to achieve his or her goal. Explain why this goal is important, why it should matter to everyone. Conclude by telling the reader the lesson to be learned from this person's efforts to reach his or her goal.

If this person is a well-known figure, you may want to go to the library to find information about the person's particular goal. But remember: you don't want to write a biography, nor do you want to research all of the person's accomplishments. Focus instead on **one** goal in the person's life and look at the steps the person took in pursuit of that goal.

You may want to organize your thoughts and plan your writing by engaging in some form of prewriting such as brainstorming, clustering, or freewriting. Your Journal is the ideal place for your prewriting. Write your rough draft on the lines that follow.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Once you have written your rough draft, you should revise it and then edit it to correct errors in spelling, punctuation, and grammar.

At the end of this section, you will be asked to write the good copy of your paragraph into the Assignment Booklet. Remember to proofread the good copy to make sure that any copying errors have been spotted and corrected.

Follow-up Activities

If you found the activities difficult, you should complete the Extra Help. If you understand the concepts clearly, you should complete the Enrichment.

Extra Help



Do one or both of the following questions.

1. In Activity 1, you learned about the method of using small, manageable steps to reach a goal. Think of a goal you would like to reach in the next year or so. List five manageable steps you can take that will gradually lead you to your goal.

Compare your response with that in the Appendix, Section 1: Extra Help.

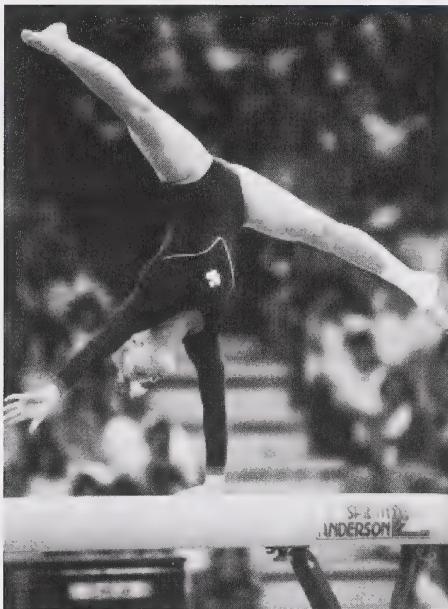
2. In Activity 3, you read a radio play. In earlier modules, you read plays that were written to be staged before an audience. If you were to pick up and read the first page of a play, how would you know if you were reading a play to be heard (a radio play) or a play to be heard and seen (a staged play)? In other words, what are the differences in the written formats for each type of play?

STAGED PLAY	RADIO PLAY

Compare your responses with those in the Appendix, Section 1: Extra Help .

Enrichment

Do one or both of the following questions.



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1. In Activity 1, you learned about reaching a goal by the method of taking small, manageable steps toward it. Think of someone whom you would describe as successful. Ask the person how he or she went about trying to become successful. Did this person take a great leap or did he or she take a series of slow, carefully thought-out steps to reach the goal? What were these steps? What advice would this individual give to a young person who is looking for goals in life?



2. In Activity 2, you read the poetic speech by Chief Dan George entitled “There is a Longing...” (page 115 in *Accelerate*). This speech is meant to be heard, not simply read. Do a presentation of this speech, complete with music and sound effects. Think of several different pieces of music that would help to convey the message of the words. Record the speech. If you like to draw or paint, you might create a visual presentation instead.

Refer to the Appendix, Section 1: Enrichment for helpful comments.

Conclusion

In the first part of the section you looked at strategies for achieving goals. In the two readings dealing with native experiences, you learned how necessary goals are in the creation of a life with meaning and purpose.

In the second part of the section, you reviewed some of the readings in the course to examine the goals of the main characters. In Module 3, you were told that characters had to want something. That something is their goal. They may not achieve their goals, but just by trying, their lives have direction and purpose.

In the next section, you will work on test preparation, and you will do a trial run of sample questions from a typical English 13 test.

ASSIGNMENT

In your Assignment Booklet complete the assignment for this section.

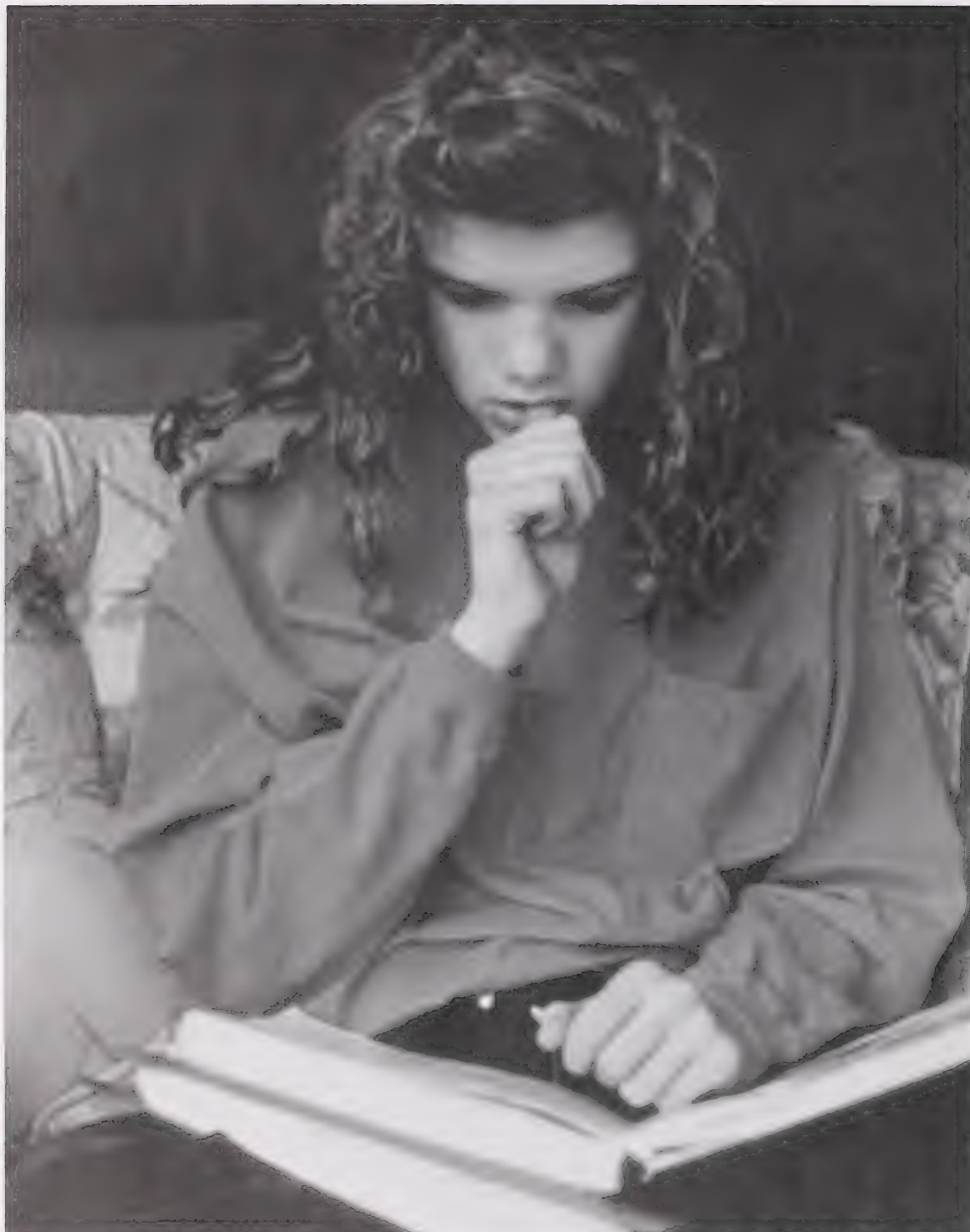


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SECTION

2

TESTING AND REVIEWING



At the end of this course you will write a final test. Therefore, it is important to be properly prepared to write the test.

In this section, you will review some of the material you have studied in this course. As well, you will look at the types of questions you will be expected to answer. In particular, you will consider strategies for answering questions that will help you to get the mark you are capable of achieving.

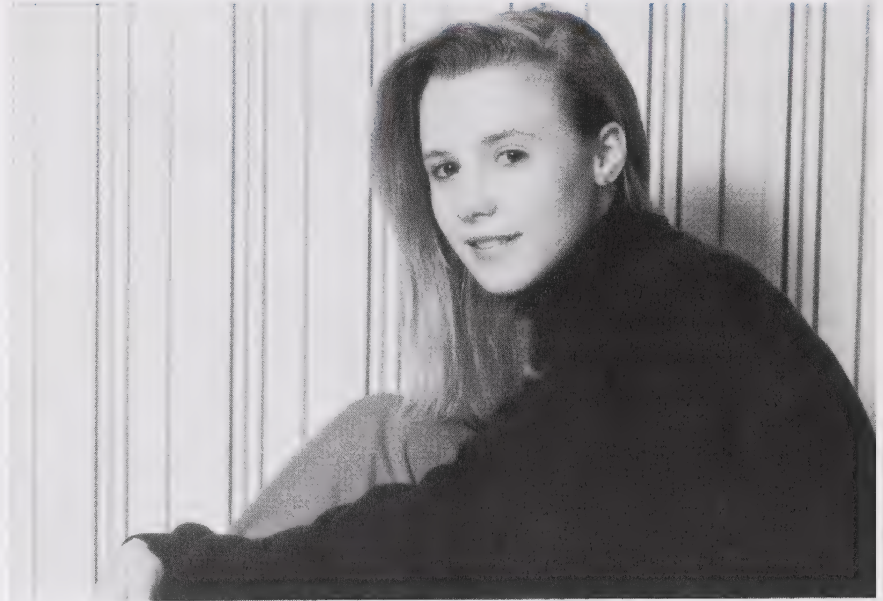
Activity 1: Test Questions

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JOURNAL

In your Journal respond to the following ideas.

Think back over all your experiences in writing tests. What was the best experience you ever had? What made it so positive? What was the worst test experience? What made it so negative?



Writing tests can cause a great deal of anxiety for students. Over your school career, you have probably written many tests, but how much do you really understand about the purposes of tests and test questions?

Think of the last test you wrote. For which subject was it? What kinds of questions were on the test? Check the type of question used.

Multiple choice _____

Short answer _____

Paragraph _____

Matching _____

Fill-in-the-blank _____

Which kind of question do you prefer to answer? Why?

Compare your response with that in the Appendix, Section 2: Activity 1.

A test is designed to measure the ability of the student to recall information as well as demonstrate the ability to use that information. It serves as a final check or opportunity for students to convince their teacher that they have acquired enough knowledge to progress to the next level.

Studying for exams will differ according to the type of test you write. For example, if the test is all multiple choice, you will need to focus on details.

If it is short answer, then you should focus on what the most important ideas are.

And if the question asks for a long answer, you should be able to show that you know your subject matter in some detail. You should also show that you understand the correct format required in your answer.

Most tests you write are combination tests – that is, they use some of each type of question.

Following in Activities 2 to 5 are the types of questions you can expect to encounter on the final test for most subjects, along with an explanation of the purpose of each type of question. You may find some of the following types of questions on your English 13 final test.

Activity 2: Multiple-Choice Questions



Many students like multiple-choice questions. After all, they don't require any writing, so you won't lose any marks for spelling mistakes. And since each question is usually only worth one mark, you don't have to expend as much time and effort on a question as you would on, say, a paragraph response.

Because of these attitudes, students often don't treat multiple-choice questions as carefully as they should, and marks suffer as a result.

The fact is, multiple-choice questions can be quite difficult. For one thing, there are no halfmarks. Your answer is either 100 percent right or 100 percent wrong. You don't get any credit for demonstrating that you have some knowledge of the subject.



To make your task easier, try the strategy that follows.

In a multiple-choice question, there are usually four possible answers. One answer is usually far-fetched; another is plainly incorrect. This leaves the correct answer and an answer that is close to being correct. If you can narrow each question down to the correct answer and the nearly-correct answer, then you have a 50-50 chance of being successful.

1. What are the advantages of multiple-choice questions?

2. What are the disadvantages of multiple-choice questions?

Compare your responses with those in the Appendix, Section 2: Activity 2.

Following is another strategy that may work for you.



As you read a multiple-choice question, cover up the answers with your hand. Then write down what you think the answer is. Then compare your answer with the four possible answers to see if you have a match.



In a multiple-choice test, you never get the opportunity to explain what you mean by your answer. You are simply expected to know specific information and facts. Therefore, in studying for a multiple-choice test, you must learn the concepts precisely. For example, you may be asked to identify specific names, facts, or events, and associate them with other names, facts, or events. You may be asked to recognize definitions, complete sentences, or fill in the blanks.

3. How does a multiple-choice question test your ability?

Compare your response with that in the Appendix, Section 2: Activity 2.

Try answering the following multiple-choice questions based on readings you have studied in this course.

- ___ 4. In the speech “There is a Longing...” (page 115 in *Accelerate*), Chief Dan George wants his people to
- a. go back to their ancestral homeland
 - b. live according to the white man’s ways
 - c. lead worthwhile and purposeful lives
 - d. go back to their old ways of living
- ___ 5. In “The Hockey Game,” (page 117 in *Accelerate*) the title refers to the native boy’s
- a. lonely life in the big city
 - b. desire to see the big game in Moose Jaw
 - c. happy memory of life back home
 - d. feeling that life is just a bunch of rules
- ___ 6. Which of the following is found in a script for a staged play but not in a script for a radio play?
- a. sound effects
 - b. descriptions of the character’s appearance
 - c. descriptions of how the words should be spoken
 - d. the names of the characters
- ___ 7. In the story “Running with Marty” (page 3 in *Accelerate*), one of the characters, initially described by Elizabeth in a very negative way, turns out to be a positive, helpful person. Which character is it?
- a. Marty
 - b. Elizabeth’s father
 - c. Elizabeth’s mother
 - d. Valdeen
- ___ 8. The article “Complaining” (page 71 in *Accelerate*) proposes that it is good to complain about a defective product because complaining
- a. helps you relieve stress
 - b. helps manufacturers improve their products
 - c. keeps other people from making the same mistake you did
 - d. may get you a better deal on something else in the store

Compare your answers with those in the Appendix, Section 2: Activity 2.

Activity 3: Matching Questions

Can you separate one fact from another? Can you tell the difference between two similar terms? A matching question tests your ability to associate facts. A matching question gives you two lists. You must match an item or statement from one list with its correct answer or definition from the other.

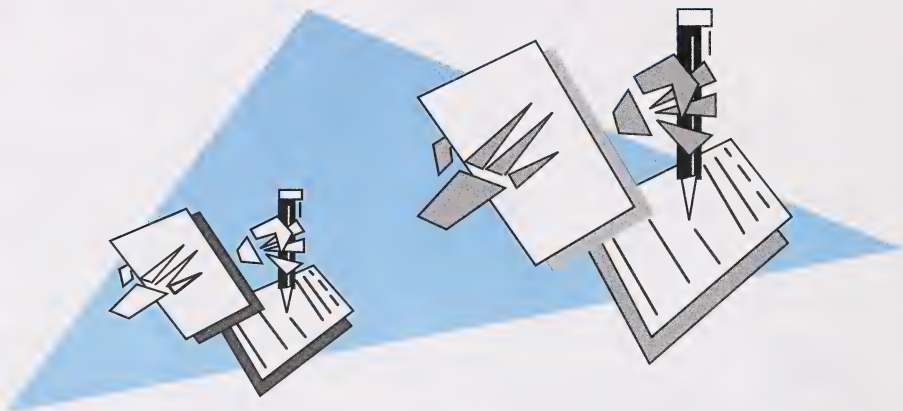
The following matching question tests your understanding of various terms you have studied in this course. Do you remember, for example, the difference between fiction and non-fiction, or biography and autobiography?

Match the terms from Column A with the correct statement from Column B.

Column A		Column B
1. Short report	—	the factual story of a person's life, written by the actual person
2. Fiction	—	the factual story of a person's life
3. Drama	—	a paper based on gathering and organizing information into a clear and logical form
4. Non-fiction	—	a written piece performed by actors on a stage
5. Poetry	—	a written composition arranged in a pattern of words or lines
6. Biography	—	a long work of fiction that revolves around a plot
7. Autobiography	—	a brief piece of fiction made up of a series of incidents related to a central situation
8. Paragraph	—	a composition based on a recounting of events that actually happened
9. Novel	—	a group of sentences that all relate to one idea
10. Short story	—	literature which tells of imaginary events, places, experiences, or people

Compare your answers with those in the Appendix, Section 2: Activity 3.

Activity 4: Short-Answer Questions



Short-answer questions usually range from two to five marks in value. They are more involved than multiple-choice questions, but they also allow the marker to award partial marks for evidence of knowledge.

When answering this type of question, consider the mark value attached to the question. If, for example, the value is only two marks, then you can successfully complete the answer by stating your answer and providing one example to support your statement.

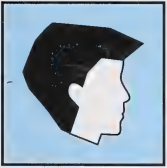
If the mark value is higher, you will have to give more information. A general rule to follow is one mark for each fact or explanation.



Remember: Expectations increase as the mark value increases.

1. What does a short-answer question allow that a multiple-choice question does not?

Compare your response with that in the Appendix, Section 2: Activity 4.



Students often lose marks on short-answer questions because they fail to understand what they are being asked to do and therefore give only a very general answer. For example, look at the following question:

In the story “The Possibility of Evil” (page 161 in *Accelerate*), why did Mrs. Strangeworth write anonymous letters to other people?

The first answer that follows is too general and doesn’t answer the question:

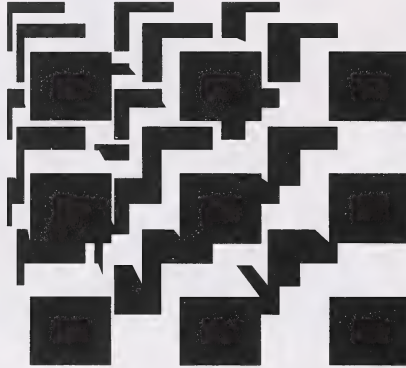
Mrs. Strangeworth wrote the letters because she wasn't a nice person. She had a really two-faced personality and was pretty crazy.

The second answer is much more specific:

Mrs. Strangeworth honestly believed that her town was full of evil. As a life-long resident, she believed it was her duty to fight evil by writing vicious notes to the “evil-doers” telling them that everyone knew their little secrets. However, she didn’t want to leave herself open to attack by the wicked, so she never signed her letters.

Sometimes, a short-answer question will have two parts, as in the following example:

Explain the purpose of having boxes onstage in the play “Tell Me Another Story, Sing Me A Song” (page 29 in *Accelerate*). How do the boxes help to show the meaning or theme of the play?



In your answer, be sure to deal with **both** parts of the question. For example, in the first part of the question, you must explain how boxes are used in the play. Here is a possible answer:

The play shows forty years in the relationship between a mother and daughter. Between each short scene several years pass. This passage of time is shown by having the characters stand and rearrange the boxes that lie between them.

In the second part you must explain how the boxes help to convey the main idea of the play. For example:

The play is about communication. Through much of the play, the mother and daughter create barriers to communication. This is shown by having the characters gradually pile boxes between themselves until they can no longer see each other. As understanding between them increases, communication improves and the wall is gradually taken down, piece by piece.

When you see the word ***explain*** in a question, you are being asked to show that you really understand the topic being discussed.

2. In the radio play “Bobby Clobber: Radio Helmet” (page 50 in *Fast Forward*), explain how Bobby Clobber fits the stereotype of a hockey player. (Hint: Show that you understand what a stereotype is).



Compare your response with that in the Appendix, Section 2: Activity 4.

Another indicator of the difficulty of a question is the mark value. Be careful with questions that seem simple, yet have a high mark value. You may have a question that requires more than a single answer. Suppose you were assigned the following five-mark question on the story “Running with Marty” (page 3 in *Accelerate*):

Why does Elizabeth feel her life is “falling apart”?

You might answer: *She feels her life is falling apart because she has split up with her boyfriend.*

But that would only get you one mark out of five. And in the story Elizabeth says her life is falling apart *before* she splits up with Marty. What about all the other problems she has, such as her parents’s separation, and her indifferent treatment by both parents? What about the fact she has to spend the summer at the cottage of her father’s girlfriend? If you think carefully about Elizabeth’s situation, you will see there are many reasons why she feels that her life is falling apart. You have to look at more than one reason to get your five marks.



Try answering the following sample short-answer questions.

3. Explain why it is just as important to be a good listener as a good speaker.

4. A friend of yours must tape record a presentation for class. He asks you for advice on how to make his voice less boring. Give him one piece of advice and explain why it is worth following.

5. In a sentence or two, explain what is meant by proofreading. Give one reason why proofreading is important.

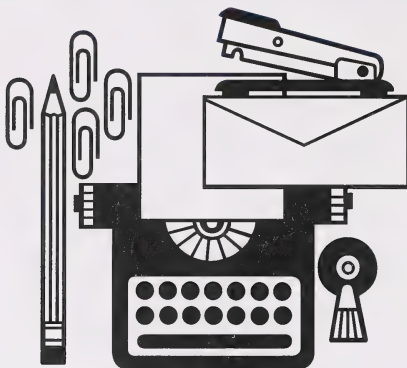
Compare your answers with those in the Appendix, Section 2: Activity 4.

Activity 5: Long-Answer Questions



This type of question is used when the instructor wants to test how well you know a concept and how well you integrate your thoughts using that idea. The answer should be recorded in the format required by the question. You will be marked for format as well as for the thoughts and information you include.

Writing a Letter



If letter format is called for, then make sure you use the complete format for a personal or a formal letter. You can review the format for the personal letter in Module 3 and for the formal letter in Module 5.

Test your understanding of appropriate letter writing by reading the following example of a letter sent to an imaginary radio station. After you have finished reading, answer questions 1 to 5.

Radio Station CRUM
Anytown, Alberta
B4U 2G0

To the person in charge,

I just wanted to say those were great tunes you were playing after dinner last Saturday. I wish you'd play more of that good stuff and not the wimpy department-store snooze you usually put on. A lot of my friends who were with me last Saturday agree – more of the cool tunes and we'd turn the dial to you guys all the time.

Whadaya say – do you want our full-time business or not?

Jason Jarvis

1. What is the *purpose* of this letter?

2. Who is the *audience*?

3. Why is the *tone* inappropriate for a formal letter?

4. Can you list five other reasons why this is an unacceptable formal letter?

Compare your answers with those in the Appendix, Section 2: Activity 5.

Writing a Paragraph

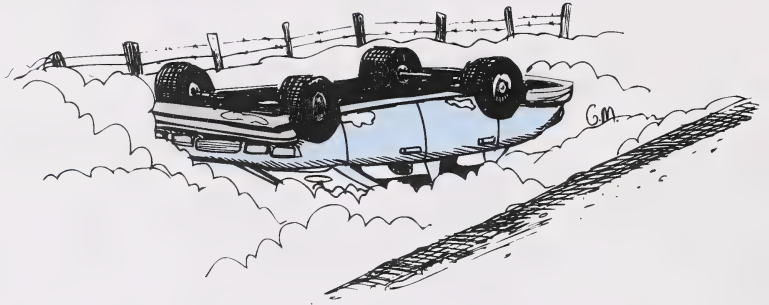


If a paragraph response is called for, use the proper paragraph format. Use a topic sentence, present your ideas in logical order, and make sure you conclude with a concluding statement.

There are three basic techniques for organizing a paragraph. One is by *sequence*, the second is by *comparing and contrasting*, and the third is by *cause and effect*.

When writers present their material in a time-order pattern, it follows a *sequence*.

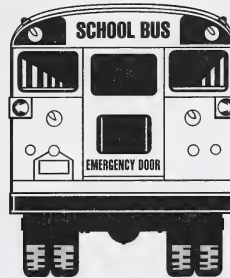
5. Read the following paragraph. Look for any words that signal **time order** or **sequence**. Circle the words.



Mr. Stan Kowalchuk had a narrow escape yesterday when his car slipped off an icy road and plunged into a ditch just east of Hinton. After coming to a stop in the ditch, Mr. Kowalchuk found that the car had rolled and that he was hanging upside down in his seatbelt. It didn't take long to discover that both the seatbelt and the door to the car were jammed. He next tried honking the horn and flashing his lights, but he was too far from the road. Finally, he remembered - the cellular telephone! Fortunately, it still worked. Within a few minutes he had managed to reach the operator in Hinton, but it was a long two hours before the Hinton Fire Department managed to cut him out of his vehicle. After being treated for cuts and bruises, Mr. Kowalchuk told reporters, "I'll never complain about my phone bill again."

When writers show how ideas or things are alike or different, they *compare* or *contrast* these ideas or things.

6. Read the paragraph that follows. Find all the words that seem to **compare** or **contrast** the important ideas and circle them.

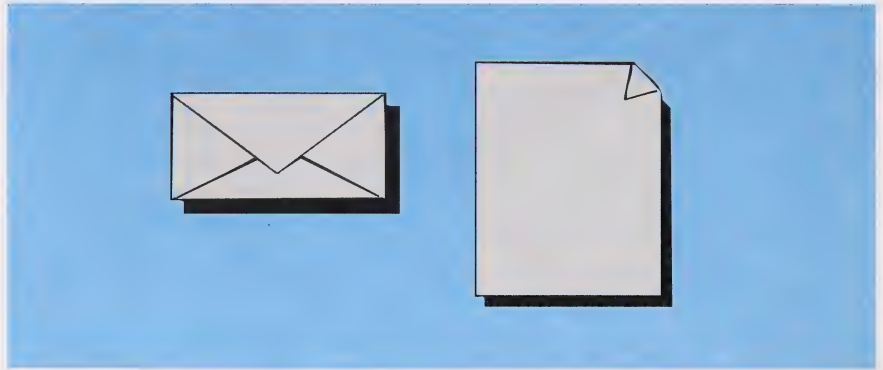


High schools in Canada are alike in many ways, yet there are important differences between them. In some provinces, senior high school covers only grades 10 to 12. In contrast, Ontario senior high schools cover grades 9 to 13. All Canadian high schools require students to take core subjects such as English, mathematics, and social studies. On the other hand, optional subjects vary greatly from province to province. Although there are a number of other differences among schools, they all share the same goal – to prepare their students for a meaningful future.

Compare your responses with those in the Appendix, Section 2: Activity 5.

When a writer wants to show how certain events or ideas can cause, or lead to, another event, they use the *cause-and-effect* approach to writing a paragraph.

7. Read the following paragraph. Circle any words or phrases that might signal when one event causes something else to happen.



In "The Possibility of Evil," it is easy to see the damaging effects of Mrs. Strangeworth's letters.

Consider the case of the two teenagers, Dave and Linda. Due to the letter Mrs. Strangeworth wrote to Linda's father about Dave, Linda's father is furious. Consequently, Dave is no longer welcome at Linda's house. This, in turn, has left Linda miserable and Dave bewildered. The overall result of the letter is to make all three people unhappy.

Compare your response with that in the Appendix, Section 2: Activity 5.

Now it's your turn. Try writing one or more of the preceding types of paragraphs. Your paragraph may be on any topic you like. After you have written a rough draft, read over the paragraph to see if you have actually written the correct type of paragraph. For example, if you have written a sequence paragraph, circle any words that show time order. Or, if you are writing a cause-effect paragraph, you should have a cause leading to a series of effects.

You may want to organize your thoughts and plan your writing by engaging in some form of prewriting such as brainstorming, clustering, or freewriting. Your Journal is the ideal place for your prewriting.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(There is more room for your response on the following page.)

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Once you have written your rough draft, you should revise it and then edit it to correct errors in spelling, punctuation, and grammar.

At the end of this section, you will be asked to write the good copy of your paragraph into the Assignment Booklet. Remember to proofread the good copy to make sure that any copying errors have been spotted and corrected.

Points to Remember



In a long-answer type of question you have the opportunity to use plenty of examples. When you make a point in your answer, try to support it with an example. An example can illustrate what you mean much better than your attempts at explanation.

In a long answer, remember to write about the question or topic. Students who fail long-answer questions generally do so because their answers are off-topic.

Closely related to this is the tendency of students to include details that are unrelated to the topic they are writing about.

It is important to realize that although it is possible to find all types of questions on a test, some types of questions are better suited to some subjects than others.

Since English courses encourage students to explore ideas and do a great deal of writing, more open-ended, written-response questions tend to be used than multiple-choice or fill-in-the-blank type questions.

Activity 6: Visual Communication**JOURNAL**

In your Journal respond to the following idea.

Think of a film you have seen that you enjoyed. Think of a moment in that film that evoked an emotional response in you. Describe the feeling of that key moment in the film. What details in the scene helped to create that moment? Was it the expression on the main character's face? Was it the way he or she was posed? Was it a gesture, or an action? Did the lighting or scenery or music or other objects in the scene help to create your response? In short, what details made the moment stand out?

On the final test, there will be a section on visual communication. You will be expected to view one or more photographs, or drawings, or cartoons and answer questions about each piece. You will be given mostly short-answer questions but there may be a long-answer question about each piece as well. For example, you might be asked to make up the story of a photograph. What happened just before the photograph was taken? What is happening now? What will happen next? You might be asked to write about the relationships of the people in the photograph.



*In writing about visual communication, always say what you think about the image that you see but **also** refer to details in the picture that will support your comments.*

Look at the photograph that follows:



¹ Wide World Photos, Inc. for the photograph by Dan Cappellazzo. Reprinted with the permission of Wide World Photos, Inc.

1. It seems clear that this is not a happy picture. But how do you know? Give three details from the picture that led you to your conclusion. (Hint: Look at the man's actions, his posture, and his facial expression.)

2. You are the football player. What has just happened? How has it made you feel? Write your thoughts in a short paragraph.

[illegible]

Compare your responses with those in the Appendix, Section 1: Activity 6.

You may be asked to look at the significance of an object in a picture, as in the following photograph:



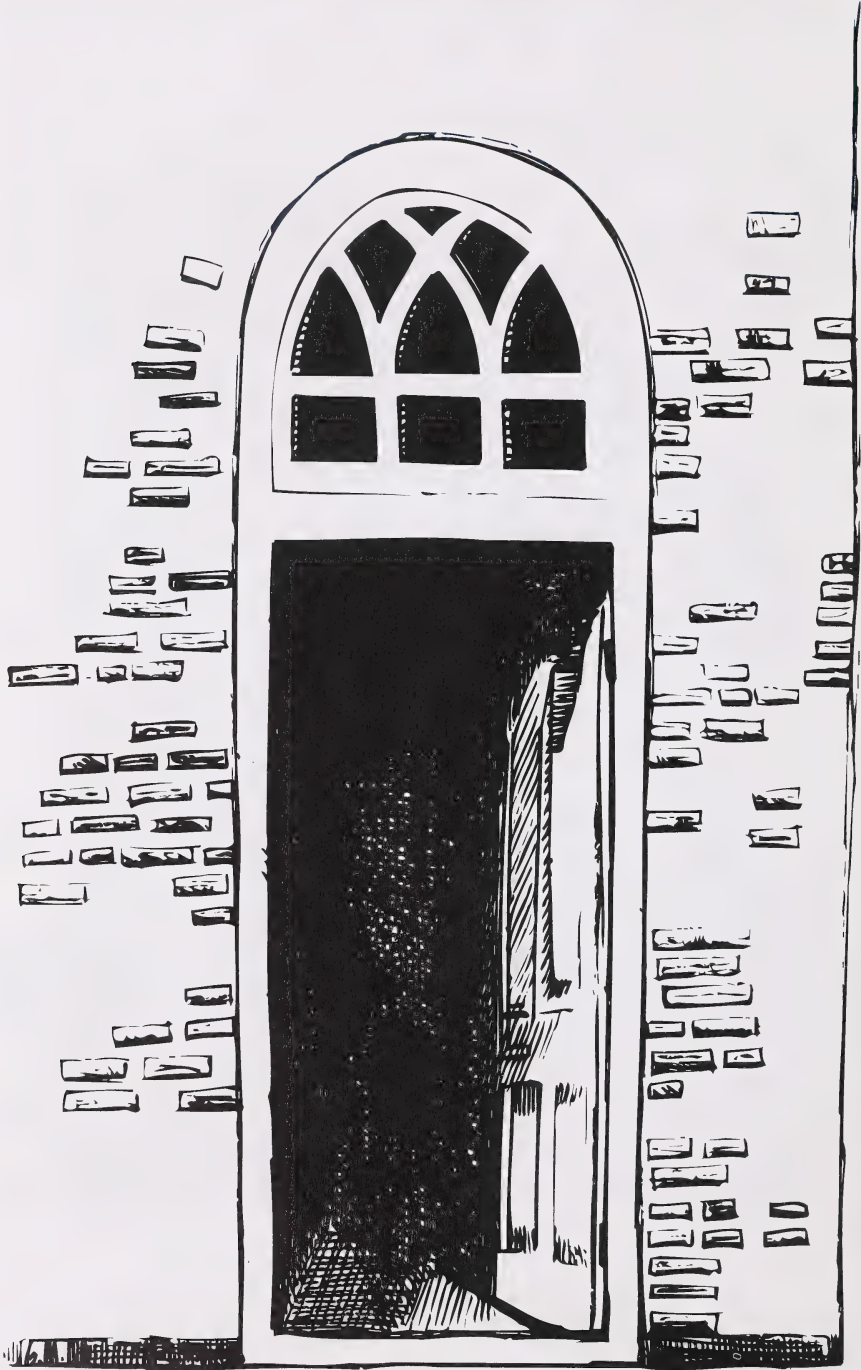
¹ Wide World Photos, Inc. for the photograph. Reprinted with the permission of Wide World Photos, Inc.

3. What is the effect of having the coil of barbed wire running through the middle of the picture?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Compare your response with that in the Appendix, Section 2: Activity 6.

You might also be asked to look at the mood of a picture. Examine the picture that follows:



4. How would you feel if you had to enter this place? What details in the picture make you feel this way?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Compare your response with that in the Appendix, Section 2: Activity 6.

In looking at any piece of visual communication, think of yourself as a detective. The details in the picture are your clues; you examine all the clues and then draw your conclusions. For example, look at the following picture:



- [illegible]

Compare your response with that in the Appendix, Section 2: Activity 6.

Activity 7: Writing A Test

When you sit down to write a test, you are usually given a set amount of time in which to complete the test.

As soon as you receive your test booklet, you should take a few minutes to plan how you will use your time. Many students do poorly on tests because they do not budget their time wisely. A typical example is the student who is left with only ten minutes to answer a question worth 30 percent of the total mark.

Your time should be distributed according to the number of marks for each question. If the test is two hours long and the first question is worth 25 percent, then you should spend not more than 25 percent of your time, or thirty minutes, on that question. And make sure you leave yourself five or ten minutes at the end to proofread your answers. This can save you valuable marks.

1. What should you use as your guide for assigning time to questions?

Compare your response with that in the Appendix, Section 2: Activity 7.

Questions on tests generally fall into three categories. The first group (hopefully the largest group for you!) is made up of questions for which you know the answers. These are “sure things.” They deserve more of your time because they are sure marks for you.



The second group is made up of questions for which you “kind of” know the answers. You will probably get partial marks for these questions, so you should spend less time on these.



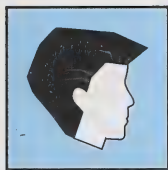
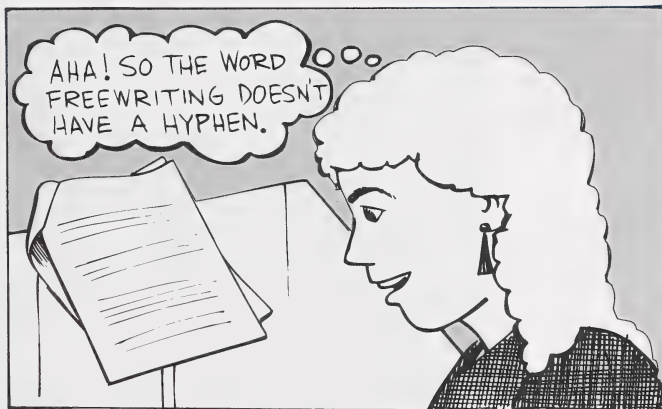
The third group is made of questions about which you know little or nothing. They are “long-shot” questions. If you run into such a question, leave it and go on to the next, hopefully-easier question. If you have time left over at the end, then you can go back and attempt these long shots. You may find that your work on the other questions helps to jog your memory about some of the long-shot questions, so that they suddenly make sense to you.



2. What are the three categories of questions mentioned in this activity?

Compare your response with that in the Appendix, Section 2: Activity 7.

Using the Test as a Reference



You learned about using context to figure out the meaning of an unfamiliar word or phrase in Module 1, Section 2.

When writing an exam you are not allowed to bring in any reference books to help you write the test. However, this does not mean that you are all alone. You can let the test booklet serve as a reference for you. For example, use your test as a dictionary. The test booklet is full of words. Refer to them to check spelling. If you are unsure what a word means, see if it is used again in the booklet. By comparing the ways in which the word is used, you can usually figure out what the word means. You can also let the booklet serve as a model for punctuation. For example, if you are not sure you have used commas or quotation marks correctly, check to see how they are used in the booklet. The exam can also help you in structuring your writing. For example, many students have difficulty writing paragraphs. Why not use the many paragraphs in the test booklet to guide you in writing your own paragraphs? Or, if you have trouble writing correct sentences, use the variety of sentence examples in the booklet to guide you in your own writing.

In short, look at the test booklet as a tool to help you pass instead of a weapon waiting to ambush you.

3. List three ways in which a test booklet can help you write your exam.

Compare your response with that in the Appendix, Section 2: Activity 7.

Activity 8: Preparing For Test Day



PHOTO SEARCH LTD.

JOURNAL

In your Journal respond to the following ideas.

Of all the material in your English 13 course, which material do you feel you know best? Why? Which material do you most need to review? Why? Write down two or three questions about this material that you feel you need to answer.



Learning requires frequent review. The more often you review a new concept, the more likely it is that you will remember and understand the concept. Many students, however, tend to leave their reviewing until the night before the test. This is hardly the best method of learning. You may be able to cram enough into your head in one evening to be able to pass, but there is no guarantee that you will be able to get that “crammed” knowledge out of your head the next day under pressure. Test pressure can do strange things to people. Many people fail tests because they have trouble remembering the information they have studied, and yet the minute they walk out the door they remember everything.



The best way to minimize the pressure that a test places on you is to develop the confidence that comes with really knowing your stuff. To develop this confidence, you should set aside a certain amount of time each day to review the concepts you have studied in the course.

Studying need not be a huge task. It begins by paying attention when a new concept is introduced. Make sure you understand new material clearly before going on. Later, take a few minutes to review the material to see if you still understand it. When it comes time to be tested on the material, vary your method of review. You might read the material aloud, or explain it to yourself in the mirror, or have someone else ask you questions about the material. A few minutes each day will count for much more than a whole night's worth of cramming when test day finally arrives.



1. What is the best way to ensure that you remember and understand new material?

2. What is the best way to minimize the pressure of writing a test?

3. Give three steps that you can follow to help you learn new material.

Compare your responses with those in the Appendix, Section 2: Activity 8.

The Big Day



Most people think getting ready for a test means preparing your mind. But don't forget your body. Believe it or not, sleep and diet can often turn out to be the deciding factors when it comes to passing or failing a test.

For example, what is the point of staying up all night to cram for a test if you are too tired the next day to think clearly? No matter how unprepared you feel, get a good night's sleep the night before a test.





And before you think of going off to write the test, make sure you have something to eat. Your mind does not function as well when your blood sugar is low. However, don't load yourself up with protein, as studies show that having too much protein in your system can lower your performance level as much as 20 percent. Finally, stay away from junk food loaded with sugar. Although it can quickly raise your blood sugar level, the level will drop just as quickly as your body absorbs the refined sugar.

On test day, you would do best to eat a small meal full of carbohydrates and some protein. Eating fruit is also a good idea as natural sugar lasts much longer in the body than refined sugar. Fruit and carbohydrates are much easier for the body to digest than other foods. This is important as the process of digestion requires a great deal of the body's energy. As silly as it sounds, you don't want your brain to be competing with your digestive tract for energy while you are writing a test.



4. What are the dangers of staying up all night to cram for a test?

5. Why is it a bad idea to eat at a fast-food restaurant right before a test?

Compare your responses with those in the Appendix, Section 2: Activity 8.

After you have eaten, get to the test room early. Make yourself comfortable. Take a few minutes to relax, so that when test time arrives you can tune out distractions and give all your concentration to the task at hand. You are ready to begin.

Follow-up Activities

If you found the activities difficult, you should complete the Extra Help. If you understand the concepts clearly, you should complete the Enrichment.

Extra Help

Do one or both of the following.

1. Visual Communication



In writing about a picture, or photograph, or cartoon, it is important that you look for details to support your comments. In the following activity, instead of looking for details in a picture, you will be creating them.

Every day newspapers carry advertisements for films that are playing locally. Usually, these advertisements show a picture or drawing of a scene from the movie. These pictures must convey to the viewer what the film is all about. For example, an adventure film may have a picture of the hero, covered in grime, rushing toward the viewer, looking determined. A love story might have the featured couple looking romantically into each other's eyes.

Think of a film or a book you have seen or read recently. Try to draw a picture that captures the essence of the story. Put details in the picture which will help viewers think what you want them to think about the film or book. You do not have to be a great artist. The emphasis here is on creating visual details from which the viewer can draw conclusions.

Following your picture, write a short paragraph in which you explain what you want the viewer to see in your drawing.

Place your drawing here.

Write your explanation here.

Compare your response with that in the Appendix, Section 2: Extra Help.

2. Letter Writing



You are a member of the graduation committee at your high school. The teacher-co-ordinator, Mrs. Long, has worked long and hard to help make your graduation a success. She deserves a letter of thanks. The student assigned to writing such a letter has just handed you a rough draft. It reads as follows:

Dear Mrs. Long,

We just want to say thank you for everything you've done for us this year.

You have been working lots of hours for us.

We just want to say thank you because we have enjoyed working with you. You are our favourite teacher even though you teach English.

And those flowers attached to this letter are for you. We hope you like them. Everyone on the grad committee chipped in to buy them. I hope the Grad turns out okay. Thanks for everything.

- a. First of all, tell your fellow student how the letter could be improved.

- b. Unfortunately, your fellow student's talents are urgently needed on another project. It is now up to you to improve the letter. You must make sure the letter shows sincere appreciation for Mrs. Long's efforts on behalf of the graduation committee. Write your draft of the improved letter in the space provided.



Compare your responses with those in the Appendix, Section 2: Extra Help.

Enrichment

Do one or both of the following.

- 1. For decades, a popular television game show has been *Jeopardy*. In this show, contestants are given an answer and they must make up the correct question that leads to that answer. Aside from *Jeopardy*, there are other game shows that test contestants' knowledge about various subjects. And now it's your turn. In this exercise, you have to make up your own game show that tests the material and concepts studied in your English 13 course. You decide the format of the game. You decide the rules. See if you can create a mini-version of your game with approximately ten questions.

Compare your response with that in the Appendix, Section 2: Enrichment.



2. a. Find a piece of visual communication (picture or cartoon) that interests you. Suppose that you must make up questions about that picture for a test. Think of three questions about the picture for your test. For each question, the viewer must be able to look for details in the picture to support his or her answer. Your questions should help the student to bring out what is interesting in the picture.

Paste your picture here.

Write your questions on the following lines.

[illegible]

- b. Work with a partner. Give your “test” to your partner, and then try to do your partner’s test. Do you and your partner see the pictures the same way? Why or why not?

Compare your responses with those in the Appendix, Section 2: Enrichment.

Conclusion

In this section, you reviewed many of the concepts you studied in the course. As well, you examined some of the types of questions you will be expected to answer on the final test. Finally, you considered strategies, for both preparing for tests and for answering test questions, that should help you to achieve the mark you are capable of achieving.

ASSIGNMENT

In your Assignment Booklet complete the assignment for this section.

Module Summary

Throughout this course, you have worked to develop your understanding of yourself and the world around you. The modules may have had different titles, but in each one the overall intent was the same: to develop your writing, reading, listening, speaking, and viewing skills. To say you have successfully completed this course is to say you have developed greater confidence in your abilities, while at the same time developing a greater understanding and tolerance for the needs of others.

All that remains for you to do in this course is to write the final test. Good luck!

FINAL MODULE ASSIGNMENT

In your Assignment Booklet complete the final module assignment for this module.

COURSE SURVEY FOR ENGLISH 13

Please evaluate this course and return this survey with your last module assignment. This is a course designed in a new distance-learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated so that a future revision may incorporate any necessary improvements.

Name _____ Course _____

Address _____ Age ☐ under 19

☐ 19 to 40

☐ over 40

File No. _____ Date _____

Design

1. This course contains a series of Module Booklets and Assignment Booklets. Do you like the idea of separate booklets?

2. Have you ever enrolled in a correspondence course before that arrived as one large volume?

☐ Yes ☐ No If yes, which style do you prefer?

3. The Module Booklets contained a variety of self-assessed activities. Did you find it helpful to be able to check your work and have immediate feedback?

☐ Yes ☐ No If yes, explain.

4. Were the questions and directions easy to understand?

☐ Yes ☐ No If no, explain.

5. Each section contains Follow-up Activities. Which type of Follow-up Activity did you choose?

- ☐ mainly Extra Help
☐ a variety
☐ mainly Enrichment
☐ none

Did you find these activities beneficial?

☐ Yes ☐ No If no, explain.

6. Did you understand what was expected in the Assignment Booklets?

☐ Yes ☐ No If no, explain.

7. The course materials were designed to be completed by students working independently at a distance. Were you always aware of what you had to do?

☐ Yes ☐ No If no, provide details.

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

8. Suggestions for audiocassette and videocassette activities are included in the course. Were you able to use these media options?

☐ Yes ☐ No Comment on the lines below.

Course Content

1. What is your overall impression of the course? Did it meet your expectations?

2. Did you find the work load reasonable?

☐ Yes ☐ No If no, explain.

3. Did you have any difficulty with the reading level?

☐ Yes ☐ No Please comment.

4. How would you assess your general reading level?

- ☐ poor reader
☐ average reader
☐ good reader

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

5. Was the material presented clearly and with sufficient depth?

☐ Yes ☐ No If no, explain.

General

1. What did you like least about the course?

2. What did you like most about the course?

Additional Comments

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

Only students enrolled with the Alberta Distance Learning Centre need to complete the remaining questions.

1. Did you contact Alberta Distance Learning Centre for help or information while doing your course?

☐ Yes ☐ No If yes, approximately how many times? _____

Did you find the staff helpful?

☐ Yes ☐ No If no, explain.

2. Were you able to fax any of your assignments?

☐ Yes ☐ No If yes, comment on the value of being able to do this.

3. If you were mailing your assignments, how long was it taking for Assignment Booklets to return?

4. Was the feedback you received from your correspondence teacher helpful?

☐ Yes ☐ No Please comment.

Thanks for taking the time to complete this survey. Your feedback is important to us.

Fax Number: 674-6686

Instructional Design and Development Unit
Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta
T0G 2P0


Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

Appendix

	Glossary
	Activities
	Extra Help
	Enrichment

Master Glossary

Anagram	<ul style="list-style-type: none">• a word or phrase made by transposing the letters of another word or phrase
Anecdote	<ul style="list-style-type: none">• a short story about an interesting event
Antagonist	<ul style="list-style-type: none">• the principal opponent of the main character in a story
Appendix	<ul style="list-style-type: none">• a section of related information that is attached to the end of a document <p>In this course sample responses to all of the questions appear in the appendix.</p>
Articulation	<ul style="list-style-type: none">• the ability to speak distinctly and effectively
Attribute	<ul style="list-style-type: none">• a characteristic or quality of a person or thing
Audience	<ul style="list-style-type: none">• the person or specific group addressed by a writer, speaker, or visual message
Autobiography	<ul style="list-style-type: none">• a story of a person’s life, written by that person
Barrier to effective communication	anything that prevents a message from being received and understood
Biography	<ul style="list-style-type: none">• a story of a person’s life written by another person
Brainstorming	<ul style="list-style-type: none">• a prewriting technique used to generate as many ideas as possible without restraint or criticism
Characterization	<ul style="list-style-type: none">• the portrayal of fictional characters in a way that allows the reader to perceive them as living beings
Climax	<ul style="list-style-type: none">• the point in a story where the conflict reaches its highest intensity and is resolved; usually the most exciting part of the story
Clustering	<ul style="list-style-type: none">• a prewriting technique in which ideas related to a single word or concept are drawn in “clusters” around it <p>Clustering is also known as mind-mapping or webbing.</p>
Coherence	<ul style="list-style-type: none">• a term that describes being clear in your writing
Comma splice	<ul style="list-style-type: none">• a grammatical error caused by joining two or more grammatically complete sentences with only a comma

Complications	<ul style="list-style-type: none">• the details of a story's growing conflict
Concrete poetry	<ul style="list-style-type: none">• poetry resembling its subject matter
Conflict	<ul style="list-style-type: none">• the struggle between the main character and an opposing force
Conjunctions	<ul style="list-style-type: none">• words that join words, phrases, clauses, or sentences
Context	<ul style="list-style-type: none">• the clues in a sentence or passage that help the reader determine the meaning of an unfamiliar word or phrase
Co-ordinating conjunctions	<ul style="list-style-type: none">• and, but, or, nor, for, yet, so
Decode	<ul style="list-style-type: none">• to change a coded message into understandable language
Dialogue	<ul style="list-style-type: none">• in literature, conversation among characters
Diction	<ul style="list-style-type: none">• the choice of words and level of language in speaking or writing
Drama	<ul style="list-style-type: none">• another word for play
Editing	<ul style="list-style-type: none">• in writing, the process of proofreading and correcting grammatical problems and surface errors such as in capitalization, spelling, and punctuation
Editorial	<ul style="list-style-type: none">• an article in a newspaper or magazine presenting the opinion of the publisher, editor, or owner
Ellipsis	<ul style="list-style-type: none">• three periods used to indicate that a word or several words within a quoted passage have been omitted
Essay	<ul style="list-style-type: none">• an organized composition that develops one or more ideas or impressions
Fiction	<ul style="list-style-type: none">• literature which tells of imaginary events, places, experiences, or people
Flashback	<ul style="list-style-type: none">• returning to a previous point in time
Focus	<ul style="list-style-type: none">• in a piece of writing, the central point of attention: in photography, the sharpness of the image
Format	<ul style="list-style-type: none">• the overall structure of a piece of writing

Freewriting

- a prewriting technique that involves writing nonstop for several minutes
The purpose of freewriting is to allow whatever thoughts that come to mind to be recorded on paper. Your textbook calls it timed writing.

Glossary

- an alphabetized list of terms with their definitions
In this course the glossary contains all of the important concepts and literary terms introduced in the modules.

Haiku

- a rhymless three-line poem having five syllables in the first and third lines and seven in the second line

Imagery

- the use of words to create vivid sensory impressions and mental pictures (images)

Initial incident

- the incident in a story that begins the conflict

Introduction

- the first sentence or paragraph of a composition
The introduction tells the reader what the composition is about.

Mind-mapping

- see clustering

Mood

- the overall feeling produced in the reader by a piece of literature or a picture

Narrator

- the teller of the story
The narrator is not necessarily the author, but can be a character in the story.

Non-fiction

- literature which tells of actual events, places, experiences, and people

Objective

- when referring to writing, this means writing that is truthful and impartial

Parody

- a humorous or satirical imitation that intends to ridicule something serious

Playwright

- the author of a play

Point of view

- the position from which something is observed or considered

Prewriting	<ul style="list-style-type: none">• the first stage in the writing process Prewriting involves generating ideas and planning for writing.
Proofreading	<ul style="list-style-type: none">• to read carefully to identify grammatical problems and surface errors that need to be corrected
Prose	<ul style="list-style-type: none">• ordinary written or spoken language
Protagonist	<ul style="list-style-type: none">• the main character in a story
Purpose in writing	<ul style="list-style-type: none">• the reason for writing – to entertain, to persuade, to inform, to explain, or to describe
Revision	<ul style="list-style-type: none">• in writing, the process of revisiting and reworking the material It involves focusing, developing, deleting, reordering, and changing the text.
Rhythm	<ul style="list-style-type: none">• in language, the sound pattern and beat created by the speed and flow of stressed and unstressed syllables of words
Role	<ul style="list-style-type: none">• the person, animal, or object that a writer pretends to be when writing
Run-on sentence	<ul style="list-style-type: none">• a grammatical error that results when two (or more) grammatically complete sentences are run together without being separated by a period or other appropriate punctuation, or without being joined by a co-ordinating conjunction
Scanning	<ul style="list-style-type: none">• a reading technique used to find facts or information quickly by locating key words
Script	<ul style="list-style-type: none">• in drama, the written play containing the characters' speeches, stage directions, and scene information
Seed sentence	<ul style="list-style-type: none">• a sentence that states the most important thing that a writer wants to communicate to the audience
Setting	<ul style="list-style-type: none">• a time, place, and situation in a piece of fiction
Skimming	<ul style="list-style-type: none">• a time-saving reading technique in which the reader quickly reads only the most important sections of a text to get a general idea about the content

Stage directions	<ul style="list-style-type: none">• details in italics that help the reader and actors of a play to understand the characters and the action
Stereotype	<ul style="list-style-type: none">• any commonly held, exaggerated and simplified idea or judgement of a person, group, race, or issue
Subjective	<ul style="list-style-type: none">• relying upon one's personal feelings or opinions
Summarize	<ul style="list-style-type: none">• giving the main points only, avoiding unnecessary details
Synonyms	<ul style="list-style-type: none">• words with similar meanings
Theme	<ul style="list-style-type: none">• in literature, the main idea; an underlying truth about human experience
Thesaurus	<ul style="list-style-type: none">• a book of synonyms
Thesis statement	<ul style="list-style-type: none">• the sentence that expresses the main idea of a composition
Timed writing	<ul style="list-style-type: none">• see freewriting
Tone	<ul style="list-style-type: none">• the author or speaker's attitude toward a subject or audience, reflected in the choice of words and emphasis
Topic sentence	<ul style="list-style-type: none">• a sentence that sums up the main idea of a paragraph
Transitions	<ul style="list-style-type: none">• words that help bring coherence to a paragraph by signalling changes from one idea to another
Unity	<ul style="list-style-type: none">• writing about one thing and staying on topic
Visualizing	<ul style="list-style-type: none">• using your imagination to create a mental image of a person, thing, or event
Voice in writing	<ul style="list-style-type: none">• the personal and recognizable style of a writer
Webbing	<ul style="list-style-type: none">• see clustering

Suggested Answers

Section 1: Activity 1

1. Here are five possible steps the person might take:

- complete high school education
- read plays and go to performances of plays
- perform in amateur productions to develop acting skills
- enroll in an acting school with an emphasis on film and television
- audition for small roles in professional productions

Can you think of others?

2. The person might try the following steps:

- cut down gradually on the number of cigarettes smoked
- try the one-day-at-a-time approach: go one full day without smoking, and then try to go another full day without smoking
- avoid situations for a while where you really feel like smoking
- associate for a while only with people who don't smoke; avoid places where smoking is permitted
- get more exercise so you don't feel like smoking

Can you think of others?

3. The student seems to have other problems tied in with his choice of whether or not to get a job. For example:

- He has a girlfriend and would like to have more money to spend when he and she go out. It seems as if she may be upset with him if he can't afford to go on regular dates; but if he gets a job he might have to work on weekends, anyway. Either way, the girlfriend will have to understand and accept his situation.
- Also, his mother expects him to be a regular babysitter for his brother, but she doesn't pay him. It seems he would like to be paid. He and his mother need to deal with their lack of communication on this point.
- There is also a lack of communication between the boy and his father. The father doesn't give him pocket money, but he doesn't want him to work, either. As a result, the boy often feels left out because he doesn't have enough money to go out with his friends.

Section 1: Activity 2

1. Examples of the family's uncaring treatment include

- serving the boy food he has trouble digesting, and paying no attention to his complaints
- not asking him if he wants to go on a family outing
- expecting him to leave the house when they are not in it, even when he has nowhere else to go, as if fearful he might steal something

Any other examples?

2. According to the native boy, if you arrive at the house of a native family at mealtime, you would be invited to join in the meal. This is not always the case when you visit a non-native family at mealtime. Non-native people seem to assume that you have already eaten and that you don't mind waiting for them to finish their meal before the visiting begins.
3. To the boy, non-native people (represented by the neighbours) look at hockey as a business, something from which to earn a living. In the games the boy remembers from his childhood, hockey was almost part of nature. They played on a frozen pond, with frozen horse manure as a puck, and sticks made out of branches. He has fond memories of such games.
4. The boy has been sent to the city to continue his education. His immediate goal is to complete grade nine. Aside from that, he seems to have no other goals. He is a lonely boy, who feels bewildered by the white people's ways. He seems homesick. The future must appear confusing to the boy. Is he supposed to learn to be like the white people? Is he supposed to get a white man's education and then return to his native culture? Based on this story, it is hard to feel optimistic about his future.
5. Here are some of the goals that Chief Dan George had in mind for his people:
 - a sense of worth and purpose
 - the ability to live in harmony with their environment
 - the ability to take what is best from the white man's education – knowledge, skills – without losing their own culture
 - to regain their pride
 - to take their rightful place in the laws and government of what he sees as "our great land"

Can you find any other goals?

Section 1: Activity 3

1. Here are three possibilities; you should be able to think of many others.
 - The airplane: “Interesting, yes, but what good is it?” people wondered. It took a long time for its transportation potential to be realized.
 - The theory that the sun was the centre of the solar system: people preferred to believe that the earth is the centre because it made humans seem more important that way.
 - When the car was invented, people thought it was just an interesting contraption. They thought it would remain a plaything of wealthy people. They did not think there would ever be a practical application for the car. The first cars were fragile, noisy, smelly, and they could not go everywhere that a horse could go. Now many families own more than one car.
 - Imagine that the flush toilet had not been invented. Imagine there being an outhouse behind every building. The flush toilet was invented in the late 1700s, but it did not become widely used until the mid 1800s. Initially a lot of people thought it was disgusting to have a toilet in the house.
2. Bobby’s invention is a helmet that is a combination head protector and stereo entertainment centre. Headsets may be fine for joggers, but in hockey you have to hear what is going on around you. Also, who wants to listen to music when they are involved in an exciting game?
3. Here are some possible examples. Again, you should be able to think of others.
 - The nuclear bomb: Most people agree humanity would be better off without this invention.
 - The hula hoop: Around 1960, school boards bought millions of hula hoops, reasoning that something light and round must be good for something.
 - Microwaves in cars: Do you really want to be in a car with somebody who is trying to cook and drive at the same time?

Section 1: Activity 4

- Elizabeth in “Running with Marty”: Elizabeth’s goal would appear to be to set her life in order. Her relationship with her parents seems to have fallen apart and she is not sure who or what to trust anymore.
- Miss Strangeworth in “The Possibility of Evil”: Her warped goal is to fight the evil which she sees all around her in the ordinary behaviour of the townspeople.

- “X: A Fabulous Child’s Story”: The goal of the experiment is to produce a gender-neutral child, who will not be moulded by boy-girl stereotyping.
- Thubten Samdup in “Notes from Tibet”: Thubten Samdup’s goal is to preserve his native Tibetan culture, which is slowly being wiped out by the Chinese occupation.
- “Buying a Used Car”: The goal here is a simple one – to make you a more knowledgeable and assertive car buyer.

Section 1: Follow-up Activities

Extra Help

1. The answer here will be entirely personal. Your answer will be satisfactory as long as you can list five steps that build on each other. For example, “get a degree, practise your skills, get married, buy lottery tickets,” don’t really build on each other.

2.

STAGED PLAY	RADIO PLAY
<ul style="list-style-type: none">• has stage directions, in italics, detailing what the setting and the characters look like• directions detailing characters’ movements• stage directions and characters’ speeches go from margin to margin on the page	<ul style="list-style-type: none">• can’t see the setting or characters; descriptions have to be told• stage directions are in capital letters• characters’ names and sound cues are on the left side of the page; characters’ words and sound descriptions are on the right

Enrichment

1. Whether or not the person is successful isn't important in this assignment. Anybody who is an adult and has a job can probably identify the small, manageable steps he or she took in reaching their present position. As well, the person probably has advice on the missteps to avoid on the way.
2. If you can, try to find music without lyrics, so that the speech can be read at the same time as the music. As well, try to find music that fits the mood of the words.

Section 2: Activity 1

Answers here will be entirely personal. You might say you prefer multiple-choice questions because you only have to choose an answer, not make one up. Or you might say you prefer long-answer questions because they give you a chance to show what you know. It's up to you.

Section 2: Activity 2

1. Multiple-choice questions are usually only worth one mark each, so you usually won't lose more than one mark if you don't know the answer. Also, they don't require any writing, so weak writing skills won't hurt your mark. Can you think of other reasons?
2. Multiple-choice questions don't allow partial marks. You don't get any marks for choosing a nearly-correct answer.
3. Generally, multiple-choice questions test your understanding of specific information and concepts.
4. c
5. c
6. b
7. d
8. b

Section 2: Activity 3

Matching:

- | | | |
|------------------|-----------|--|
| 1. Short report | <u>7</u> | the factual story of a person's life, written by the actual person |
| 2. Fiction | <u>6</u> | the factual story of a person's life |
| 3. Drama | <u>1</u> | a paper based on gathering and organizing information into a clear and logical form |
| 4. Non-fiction | <u>3</u> | a written piece performed by actors on a stage |
| 5. Poetry | <u>5</u> | a written composition arranged in a pattern of words or lines |
| 6. Biography | <u>9</u> | a long work of fiction that revolves around a plot |
| 7. Autobiography | <u>10</u> | a brief piece of fiction made up of a series of incidents related to a central situation |
| 8. Paragraph | <u>4</u> | a composition based on a recounting of events that actually happened |
| 9. Novel | <u>8</u> | a group of sentences that all relate to one idea |
| 10. Short story | <u>2</u> | literature which tells of imaginary events, places, experiences, or people |

Section 2: Activity 4

1. In a short-answer question, you may be given partial marks for an answer that shows evidence of knowledge about the topic.
2. Stereotyping involves judging a group of people as being all the same. People who stereotype prefer to prejudge people instead of getting to know them as individuals. For example, many people stereotype hockey players as not-too-bright overgrown boys who would just as soon fight their opponents as try to score goals. Bobby Clobber carries this stereotype to a ridiculous extreme. He is so battered and bruised that he goes around in a state of permanent and humorous befuddlement.
3. The communication chain requires that a message be received as well as sent. If you don't listen, you won't receive the message, and the communication chain will be broken. You might also mention that it is easier to learn by listening than it is by speaking. Can you think of anything else?

4. You might tell him to slow down so that his listener hears every word, or to emphasize key words so that the meaning is conveyed. You might tell him to do warmups, so that his voice sounds relaxed and confident. Most importantly, you might tell him not just to say the words but to sell the importance of his message with his voice, to convince the listener that his words are worth hearing.
5. Proofreading involves trying to make your writing as correct as possible. After you have finished a rough draft, you should go over it for spelling, punctuation, and grammatical errors. You should also look at your sentences to see if they are, in fact, sentences and not fragments or run-ons. Proofreading suggests that you care about the content of your writing, and that you want to remove all impediments to the clear understanding of your ideas.

Section 2: Activity 5

1. Jason Jarvis' purpose in writing the letter appears to be to tell the station how much he liked a certain type of music the station played. He and his friends wish the station would play more of this music.
2. The letter isn't addressed to anyone in particular at the station. It probably should be addressed to the program director or the station manager.
3. The tone is too casual for a formal letter. The language is so slangy in places that it is hard to understand.
4. Other problems with the letter include the following points:
 - Jason Jarvis' address is missing. (What if the station manager wants to write to him?)
 - The date is missing. (Which Saturday was it that he heard the music?)
 - The salutation is incorrect. ("To whom it may concern" is appropriate when you are unsure to whom the letter should be directed.)
 - There is no closing, such as "Sincerely yours."
 - He didn't sign his name.
 - He doesn't provide enough helpful information in his letter. For example: When exactly was he listening on that Saturday? What sort of music is it that he likes? What are the names of some of the songs? What is it he likes about these songs?
5. Words that signal time order or sequence in the paragraph include: yesterday, after, it didn't take long, next, finally, within a few minutes, but it was a long two hours before, after.
6. Words that show comparison include: alike, all, same. Words that introduce contrast include: yet, in contrast, on the other hand, although.

7. Words that show the cause leading to an effect include: due to, consequently, in turn, overall result.

Section 2: Activity 6

1. The football player has closed his eyes and covered his face with his hand, as if he can't bear to look at what is out on the field. There is a pained look on his face and he is slumped forward in dejection.
2. Perhaps the player's thoughts are similar to these: "That's it – it's all over. All that hard work, only to have the season end like this. Everything was going so well, too – if only we'd gotten some breaks. Now I'm going to have to live with this feeling until next season."
3. The barbed wire serves as a painful barrier. The people inside the barrier can communicate with the world outside, but they are still not free.
4. You might say the picture is disturbing, even ominous. The door is open, but who opened it? Where is the person now? The ominous feeling is also conveyed by the fact that the entrance is dark. The viewer might wonder what is waiting inside for the person who enters. If the entrance were well-lit and clearly visible, the picture would not seem so threatening – it might even seem welcoming.
5. This room appears to have an official function. This is suggested by the flag in the corner, and the plain, undecorated appearance of the walls and furnishings. It appears people come to this room for a specific purpose – their surroundings aren't important. It appears, by the number of chairs, that the room often holds many people at one time. The railing at the left separates the room, suggesting that the area in the photograph is a waiting area. Perhaps it is a courtroom, or a town office, or a meeting hall. What do you think?

Section 2: Activity 7

1. You should look at the number of marks given for the question. If the question is worth, say, 20 percent of the total mark, then you should spend roughly 20 percent of your time on the question.
2. The three categories are *sure things*, *kind ofs*, and *long shots*.
3. You can use the test booklet to help you with correct spelling and punctuation, definitions of words, and the proper structure of paragraphs and sentences.

Section 2: Activity 8

1. Frequent review of new material helps you to remember and understand the information.
2. The best way is to feel confident that you really know the course material. The way to do this is through frequent review.

3. The three steps are

- Pay attention when new material is introduced, so that you can try to understand it right away.
 - Review the material frequently so that you can both remember and understand the concepts.
 - Vary your method of review. For example, read it aloud, or try explaining it to yourself in the mirror, or have someone else ask you questions about the material.
4. First of all, cramming for a test is no guarantee that you will be able to remember the material when you have to write the test. Second, if you stay up most of the night cramming, you will be too tired to concentrate, and you will be even less likely to remember the material you crammed.
5. Junk food can be loaded with protein and refined sugar. Too much protein can diminish your performance by as much as 20 percent. Refined sugar raises the blood sugar level, but only briefly.

Section 2: Follow-up Activities

Extra Help

1. Create details in your drawing to give the viewer an idea of what the story is about. For example, the advertisement for the film *Jaws* about a great white shark terrorizing a small coastal town, showed a picture of a very small person swimming along at the top of the picture. Underneath, filling up fully three-quarters of the picture, was a front view of the shark, emphasizing its enormous open mouth full of razor teeth. The effect of the exaggerated size of the shark was to create an image of a killing machine big enough and menacing enough to devour an entire town.
2.
 - a. In the letter, the first three paragraphs are too short and there are several repetitions. The last paragraph has sentences that should either be left out or phrased more tactfully. Perhaps you should tell Mrs. Long in greater detail why you are so appreciative of her efforts, not just as a grad co-ordinator but as a teacher for the past three years. In short, the letter needs more detail.
 - b. Any letter which addresses the comments in 2. a. would be an improvement. Following is one possibility:

Dear Mrs. Long,

On behalf of all the graduating students at Flotsam Composite High School, I would like to thank you for all your efforts in helping to make this year's grad the best ever.

We especially appreciate your efforts in organizing the commencement activities. In particular, the historical sketch would not have been nearly so polished without your advice and encouragement.

Over the past three years you have shown time and again that your interest in your students goes beyond what happens in the classroom. All of us have appreciated your efforts to make us not only better English students, but better people.

This gift is a token of our appreciation for your efforts in helping us to reach this point in our lives. The entire class joins me in thanking you for your interest, your concern, and most of all, for your patience. We needed it!

Sincerely yours,

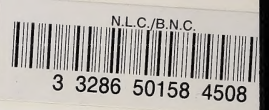
Jana Smith

Jana Smith

Enrichment

1. If you can, give your game to one or more other students who are studying for the English 13 final test, and have them play your game. You may find your game leads to disagreement and discussion about the answers you have made up. You may discover other possible answers to your questions.
2.
 - a. There are innumerable possibilities for questions here. For example, you might ask a question which looks at the relationships of the people in the picture. You might ask the student to tell the story of the picture (What is going on? What do you think will happen next? What happened just before the picture was taken?) You might ask a question about composition. (What is the most important object in the picture? What is the effect of having the focus on a certain object?) You might look at the mood of the picture. (How is a certain mood created by lighting or shadow?) You might look at the main idea or theme of the picture. (What is the photographer trying to say through this particular arrangement of people and objects?)
 - b. Often people's background and experiences affect the way they view things. Take art for example: Some people viewing a work of abstract art will like its originality, its colour, and the mood created by the work. Others will not understand it at all and will not like it.

People often see different things even when they view the same thing. When it comes to answering questions about a piece of visual communication, the key to success is how well you support your point of view.



L.R.D.C.
Producer

English 13
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FIRST EDITION
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